

# ANALYTIC SCORING TOOL (AST)

SCORE	LEVEL	DEFINITIONS
	<b>EMERGENT</b>	<b>Student is beginning to use skill in one context with extensive support. Student cannot perform skill without assistance.</b>
1	Full assistance	Student depends on others; full physical assistance throughout performance of skill.
2	Physical/verbal assistance Student initiates <b>less than 50%</b> of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
3	Physical/verbal assistance Student initiates <b>more than 50%</b> of the steps in the task.	Student initiates any portion of the skill sequence but needs physical/verbal assistance to complete task.
	<b>SUPPORTED</b>	<b>Student occasionally uses skill in one or more contexts with physical/verbal cues. Student occasionally performs skill accurately.</b>
4	Verbal/physical cues With cues, student demonstrates skill <b>1-25%</b> of the time.	Student needs verbal/physical signal to demonstrate skill. <i>Aside from the obvious verbal/physical cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
5	Verbal/physical cues With cues, student demonstrates skill <b>26-50%</b> of the time.	Student needs verbal/physical signal to demonstrate skill. <i>Aside from the obvious verbal/physical cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
6	Verbal/physical cues With cues, student demonstrates skill <b>51-90%</b> of the time.	Student needs verbal/physical signal to demonstrate skill. <i>Aside from the obvious verbal/physical cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language.</i>
	<b>FUNCTIONAL</b>	<b>Student frequently uses skill in one or more contexts with limited cues. Student frequently performs skill accurately.</b>
7	Verbal/physical cues With cues, student demonstrates skill <b>91-100%</b> of the time.	Student needs verbal/physical signal to demonstrate skill. <i>Aside from the obvious verbal/physical cues, these cues can also include auditory cues, an object, tactual cues, visual cues, or use of sign language. (Not all teacher directed cueing; cues from others in environment, like peers.)</i>
8	Natural cues Student demonstrates skill <b>1-25%</b> of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
9	Natural cues Student demonstrates skill <b>26-50%</b> of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
10	Natural cues Student demonstrates skill <b>51-90%</b> of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).
	<b>INDEPENDENT</b>	<b>Student performs skill accurately in several contexts without cues.</b>
11	Natural cues Student demonstrates skill <b>91-100%</b> of the time.	Student demonstrates skill in response to natural cues. These are cues that naturally occur within an environment (e.g., light on in “open” grocery line).